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ABSTRACT

Mount Hood Community College (MHCC), with financial support from the Department of Health, Education, and Welfare (DHEW), implemented a three-year project in 1979 designed to infuse international studies into the college's liberal arts and vocational curricula. Planning for the project began after the successful implementation of a study abroad program in 1974 and was given additional impetus by the large import/export sector of the Portland business community. The major goals of the project were to: (1) develop four associate degree programs in international studies--one for the liberal arts and three for vocational students in the areas of journalism, importing and exporting, and early childhood education; (2) include either Asian, Latin American, or European studies as an area of concentration for each of the degrees; (3) revise 30 courses to include global topics; (4) develop 48 instructional modules for interdisciplinary use; and (5) introduce new international studies courses. Activities planned for the achievement of these outcomes included faculty development programs, the creation of an international studies resources center, the increase of library acquisitions in the area, quarterly program evaluations, the release of faculty members to develop instructional materials, and the dissemination of program information. At the end of the first year, all indications point to the program's success. (JP)

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ABSTRACT

The basic components for an effective international education program at a community college are outlined. How these components were implemented by a junior college (Mt. Hood Community College) is discussed. Faculty and student involvement in study abroad programs, administrative and board support and a business community which is involved in import/export led to the development of internationalizing curriculum throughout campus disciplines. This endeavor was partly funded by an HEW Title 601 grant. The overall goal of the program was to develop four degree programs in International Education: one Associate of Arts degree in International Studies for the Liberal Arts students and three Associate degree programs on International Studies for the Vocational/Technical students, consisting of degrees in International Studies in Journalism, Business Management Import/Export, and Early Childhood Education. All of the degree programs have areas of concentration in Asian, Latin American or European Studies. The major objectives of the program (in order to accomplish the overall goal) were to revise existing courses, develop modules for interdisciplinary use, and develop selected new courses. In order to meet the objectives of the program, the following activities were identified: provide professional development opportunities, develop a resource center for International Studies, increase library acquisitions, closely scrutinize the program via quarterly evaluations and release faculty from their regular teaching loads in order to develop materials on International Studies.

The program has worked and it can be demonstrated that community colleges in general are in a position of implementing curriculum in International Studies that is of high quality, that directs its attention to the liberal arts, the vocational/technical student, and the student whose education will cease after this two year period.

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INFUSING INTERNATIONAL STUDIES INTO THE COMMUNITY COLLEGE CURRICULUM

BY

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Today I will attempt to give you an overview of the international education program at Mt. Hood Community College as we had proposed it to HEW for the 1979-1981 academic year, a brief overview of the college and our community and where the program stands as we near the end of our first year.

First, however, I would like to outline the basic components for an international education program to be effective and successful, and as a matter of fact, for any new program to be effective in a community college setting. These are as follows:

1. The executive officer of the institution has to believe, understand and support the program.
2. There must be support from the college board.
3. The community must be involved, included in the initial planning, and sensitized to the need of international studies in the college.
4. And, most importantly, the faculty should have a good understanding of the program and support it since it is they who will execute the program in the classroom.

Given all these factors as necessary prerequisites to a sound beginning, let me now turn to internationalizing the curriculum at Mt. Hood Community College. We were fortunate to have had all of these support systems before embarking on the global boat entitled "internationalizing curriculum." However, I will not mislead you by telling you that it all happened overnight, for it certainly did not. We began six years ago with a modest study abroad program in Europe for humanities and vocational-technical students. We continued these programs with the hope that the faculty and students traveling abroad would return with an understanding of other cultures and an understanding of the interdependence of a global community. They did, and the more exposure our faculty and students had to other cultures, the more they understood the need of educating students for a future which by necessity will require an understanding of world issues.

The president of the college, having himself traveled and lived for 15 years in Asia, was keenly aware of the need to cross the community colleges' barriers of insularity which often border on ethnocentrism. The college board consisted of members who themselves had traveled abroad and who were supportive of international studies.

The resources in our community are rich in aiding the college toward its goal. The Portland Metropolitan area has approximately 1 million people, including the suburban areas. It is one of the major ports on the West Coast where business is conducted primarily

with Asia, Europe and Latin America. There are 250 major import/ export firms in the state, and 25% of Oregon's gross product is dependent on trade throughout the world, although its major trading partners are in Asia. It is in this milieu that Mt. Hood Community College, consisting of approximately 5,800 full-time equivalent students derived from an annual unduplicated headcount of over 20,000, is presently engaged in internationalizing curriculum. Thus, after having a successful study abroad program, we began to look toward internationalizing the existing curriculum. We felt that in order to be effective in our endeavor, we had to institute a program that was designed to increase awareness to global issues for an interdependent world, that would be geared to the needs of our campus, student body and the community, and that if we sought initial funding through HEW, would become an integral part of the curriculum once HEW funding ceased. Thus, we began planning for the proposal to HEW two years before actually applying for the grant. We met as a group consisting of faculty and administrators for several months, twice a week, and by the time we wrote the grant we knew exactly the direction we wanted to take. And if we were not funded, we would, at least in part, execute our plans.

Thus, we proposed to HEW that since a community college is a composite of vocational-technical and liberal arts education, that we would develop four degree programs in International Education: one Associate of Arts degree in International Studies for the Liberal Arts student and three Associate degree programs in International Studies

for the Vocational-Technical students, consisting of degrees in International Studies in Journalism, Business Management Import/Export, and Early Childhood Education. All of the degree programs would have areas of concentration in Asian, Latin American, or European Studies.

We also argued that since a community college is community based, that we would develop an extensive program for our community in terms of community forums consisting of such speakers as Harrison E. Salisbury and major scholars and business persons throughout the United States and our community.

Our major objectives in order to accomplish the overall goal of the program were as follows:

1. Revision of Existing Courses: A total of 30 courses for the two years of the program will be revised to include a global approach or an area of concentration approach in Latin American, European or Asian Studies.

2. Development of 48 Modules or Instructional Units for Interdisciplinary Use: There will be 48 interdisciplinary modules developed over two years. The modules will consist of portions of the course revisions which are singled out for their topical interest and used throughout campus disciplines.

3. Development of New Courses: In order to develop a quality program in International Studies, new courses, such as Japanese, Chinese, History of Eastern Civilization, Latin American History, and Introduction to International Studies will be added to the curriculum.

In order to meet the three outlined objectives, the following activities were identified:

1. Provide Professional Development Opportunities through a master plan which addresses the faculty, students and the community. Resource persons visiting the campus address all of the following areas: (a) The Development of Three Faculty Task Forces, (b) Inservice Training, (c) Community Involvement, and (d) Enrichment of Existing Courses.

2. Develop a Resource Center for International Studies for the purpose of offering easy access to faculty, students and the community materials in International Studies and exhibitions of arts and crafts from various countries.

3. Increase Library Acquisitions by purchasing several hundred volumes over two years pertaining to international subjects and by increasing the holdings of the college in audio-visual materials, slides, film strips, and video cassettes.

4. Evaluate the programs via evaluations by students, faculty task forces, international education committees, the project director and an off-campus evaluator.

5. Release Time for Faculty. Faculty are released from their regular teaching load in order to develop modules and work on content of their courses.

6. Dissemination of the program will take place through a Mt. Hood Community College book form publication, conferences, workshops, and journal publications.

Since we are now nearing the end of the first year of the program, what have our accomplishments been?

The program has worked and is successful.

1. The faculty has completed all of the materials and research singled out for the first year.

2. All of our new classes and the revisions of the existing courses, 18 in total, have been well attended and have been evaluated as successful.

3. It is especially impressive that our classes in Asian Studies, including Chinese and Japanese, had such good enrollments that we opened new sections in Conversational Chinese and Japanese.

4. In our degree programs, we presently have a substantial number of majors in International Studies.

5. Our community forums in international issues have been one of the most successful endeavors of the college in reaching out to the community. To such an extent that businesses such as Boeing are requiring their managerial staff to attend all our forums as an in-service program for their staff.

6. The Task Forces in International Studies - Asian, Latin American and European - have probably been one of our greatest assets in maintaining quality control of the programs. They review all international education research, instructional materials and courses. For example, a faculty member - after completing his/her course revisions and instructional materials - presents it in writing to the Task Force members. The members have one week to review the material which consists of objectives, concepts to be presented, tests, evaluation forms, questions for discussion, readings, bibliography and each instructional hour spelled out in specific terms. After the one week period, the faculty member gives a formal presentation to the Task Force. There have been times when the Task Forces have returned the material to the instructor for revisions after which completed they again go through the process outlined above.

As a result of the report to the President from the President's Commision on Foreign Languages and International Studies, the Governor of the State of Oregon is presently in the process of instituting a Steering Committee on International Studies and Foreign Languages which I feel will further aid us in continuing to implement our program and we, at the same time, can serve as a valuable resource for the state.

The Pacific Northwest International/Intercultural Education Consortium has been formed this year consisting of 23 institutions of

four-year and two-year colleges. They have facilitated our programs and we, in turn, have served as a resource for training the various schools in our area.

Despite all that has occured at our campus and at other community colleges throughout the nation which have demonstrated that the community college is especially receptive to the addition of International Studies in the curriculum, we are facing problems in future funding. Why? Because during these times of economic problems and the cuts in federal funding, undergraduate funding is the first to suffer. I recently attended several workshops on International Studies, and to my dismay, noted in discussions with HEW representatives that funding on the undergraduate level is in serious jeopardy of being either in part of wholly eliminated.

With the exception of one or two community colleges in the nation, we have noted the phenomenon of the International Education programs really taking root after being funded by HEW. Our community college representatives and anyone of us who has influence in Washington must do all we can to get the word out to Congress and the agencies funding us that our programs on the undergraduate level are working, are essential, and that they must continue. We, on the other hand, who have been funded have a responsiblity of demonstrating that our programs will become a permanent part of our curriculum and will continue once the funding period is over.

How can this be accomplished?

1. First, all the programs instituted must become a permanent part of the curriculum.

2. Secondly, the college should make funding available to a program that has proven itself as viable and has the support of the community and the students.

3. The business resources of the community must be involved in our programs in terms of resource persons and, in turn, the college can offer workshops and classes to meet the needs of the businesses. This, of course, means an imaginative approach to new course offerings, and in turn revenue for the college. This revenue could be funneled into further development of international studies.

4. Certainly looking into other possible alternatives includes the possibility of seeking additional funds either from HEW or NEH or the National Science Foundation to mention only a few examples.

In conclusion, we feel that Mt. Hood Community College, which has taken a leadership role in International Studies, and that community colleges in general are in a position of implementing curriculum in International Studies that is of high quality, that directs its attention to the liberal arts, the vocational-technical student, and the student whose education will cease after this two year period.

We are also in a position of demonstrating to our communities that International Education for an interdependent world is not only imperative, but that it <u>works</u>. We can also demonstrate that we can develop material which is practical for our students who wish specific skills that can be utilized by an employer, and at the same time sensitize her/him to understand the world as a global community.

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